

# the Reporter

News for the Faculty and Staff of Western Carolina University

## Chancellor to Campus: Buckle Up For a "Heck of a Ride" in 2006-07

Dr. John W. Bardo, chancellor

Welcome to the 2006-2007 academic year. I hope you have on your seat belts because it's going to be a heck of a ride! There is a new engine in the university that is called "Erskine," and it has increased both the horsepower and speed of the ship that is the university. In fact, not only has he increased the speed, he is setting a specific course that more closely links the actions of the University of North Carolina to the needs of the people of the state. The course President Erskine Bowles is setting is very close to the direction we have been taking for the last 10 years. From a local standpoint, what is most exciting is that Western has a clear role to play in the state, and we are receiving huge support to implement the types of approaches we have been considering for the last couple of years.



Chancellor John Bardo makes his opening address.

### SALARIES, ENROLLMENT ARE UP

I would like to thank our legislature and the people of North Carolina for their continuing support of their university. In addition to funding enrollment growth, the legislature approved the largest raises for faculty and staff in more than a decade. This will begin to make us more competitive with other states, and it should have a significant impact on morale. Second, the legislature approved the planning money for our new health and gerontological sciences building. This is very important and it will be a major step in developing Western's emerging role in the region's health care system. We already have strong programs, but this building will allow us both to expand enrollment and increase program quality. It also will be the centerpiece of the first neighborhood to be developed as a part of the Millennium Campus.

Additionally, since the Board of Governors approved our campus-initiated tuition request, there will be additional funds for salaries for faculty and EPA non-faculty. This will allow us to address specific competitiveness questions. Once these funds are distributed, Western should have a much more nationally competitive salary structure.

Now, I know that everyone is concerned with enrollment. It appears that we have made some strides in that our gross headcount should approach 9,000 students this year. The freshman class will

be about the same size as last year's, and our retention rates for freshmen and sophomores could be somewhat better. Of particular note in retention is the work that the Advising Center has done in contacting students who had dropped out or stopped out, to determine what might keep them from re-enrolling. As a result of this work, the number of readmitted students is currently more than double what it was last year. We also are seeing growth in distance education. Pat Brown (dean of educational outreach) has provided excellent leadership in this arena, and so many faculty members are taking part that we are becoming a state-wide player. We are seeing very significant growth in this form of education and we should anticipate that this growth will continue. That will have implications for much of what we do this year.

### IN THE SPOTLIGHT

I think that you all should be aware that Western is in a very different position than it was a few years ago. So much is happening that is pushing us into the national spotlight. I

just want to mention a few of the most significant:

- Our education programs were named "Best in the Nation" by the Association for Teacher Education.

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Faculty and staff pack the lobby of the Fine and Performing Arts Center prior to the Opening Assembly.

- Our entrepreneurship program was ranked best in the country by the U.S. Association for Small Business and Entrepreneurship.

- Our marching band was selected as one of four finalists for an award given to the top collegiate marching bands in the nation. To be selected as a finalist is to be recognized by professional band directors as one of the top bands in the nation.

- Our Smoky Mountain Brass Quintet, composed primarily of music faculty members, has completed two trips to Europe and has been booked to play Carnegie Hall. Obviously the old joke still holds: How do you get to Carnegie Hall? Practice, practice, practice!

- We have been able to attract some of the most accomplished people in the nation to join our faculty and staff:

- James Smith**, the internationally renowned economist, is now with Western. He is seen by many as the most accurate economic forecaster in the country, and he is widely sought after as a consultant nationally and internationally.

- Orin Pilkey** has joined us from Duke University and is working with us to create a partnership with Duke in research on coastal hazards and development. Orin is arguably the most highly regarded expert in the nation in this field, and he came here to work with Rob Young. Rob's work took him to Congress, where he testified, and he also appeared in news media all over the nation.

- Arnie Packer**, a world-renowned expert in workforce development, has just agreed to a joint appointment in our Institute for the Economy and the Future, in addition to his current appointment at Johns Hopkins. Arnie was assistant secretary of labor under President Reagan.

- Our legal counsel, Rich Kucharski, has been developing our program in technology transfer, and Rich has established a strong partnership with Wake Forest—which could have the best technology transfer operation in the United States.

- Our Millennium Campus was approved by the Board of Governors, and it already is getting attention. This campus is based on the notion of integrating engagement into the very fabric of the university, and it is a development that will be watched closely both in the state and nationally.

- Because of the work that the Kimmel School has undertaken, Western has been asked by the chancellor of UNC-Chapel Hill to work with Chapel Hill on the possibility of developing an “innovation system” between the two institutions. The Kimmel School is evolving great strength in applied research and development. The goal of this collaboration will be to link our applied researchers and developers with UNC's basic researchers to see if we can move from research to innovation in a more timely manner.

- The work of John Williams and the development of the second outdoor forensic research station in the United States has generated news interest all across the nation. Our forensics work represents a major and significant enterprise that is gaining national attention.

- When I first came to Western I was told that no one would ever give us an endowed professorship—since all our graduates were teachers who couldn't afford this level of giving. That proved to be wrong. As of this week, Western has 21 endowed professorships either fully funded or contracted. Of the 16 campuses in the UNC system, only UNC-Chapel Hill, N.C. State and UNC-Charlotte have more endowed professorships than Western.

- Our Honors College started with 73 students in 1996. This year it will have more than 1,250 students with an average entering SAT that has risen 40 points in two years. In fact, they now have exceeded both their original enrollment and admissions targets. I want to again thank Dean Brian Railsback and the entire faculty who made this possible.

You have accomplished so much and you have so much to be proud of. But Western has not yet achieved its potential.

***“You have accomplished so much and you have so much to be proud of. But Western has not yet achieved its potential. And, the future of this university has never been brighter.”***

And, the future of this university has never been brighter.

## THE YEAR AHEAD

Now, to the work of the year. Last academic year, I laid out a 10-year vision for what Western should accomplish and how we should respond to changing international and global conditions. Those directions are still current. One big thing has changed, however, and that is the

direction and approach of the UNC system. This is my 33rd year in higher education, and I have never seen anything like this. There is a real effort to focus the University of North Carolina in general and Western specifically on the emerging needs of the people of the state. Western is receiving more support than ever. At the same time, the expectations for Western are very, very high. In many

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ways, Western is positioned to be the “beta test site” for the UNC system in critical areas. I want to spend a few minutes elaborating on this topic because it must drive our priorities and expectations.

The Board of Governors is engaged in a far-ranging analysis of the relationship between the needs of the people of the state and the actual focus and missions of the constituent institutions. This will result in a clarification of missions of the various institutions; modification of the funding formulae; and clear expectations with regard to outcomes. I see the system moving to a position where it controls fewer inputs and creates less bureaucracy while at the same time increasing significantly the expectations with regard to outcomes. There is a study under way of university efficiency that will result in significant cost savings on the administrative side of the house. Erskine is reducing the system office's expenditures by 10 percent, including elimination of senior administrative positions. On the campuses, I would anticipate there will be some differences in how we do business.

At the same time, I would also anticipate this conversation will result in Western seeking to reduce its own bureaucracy. Academic programs were specifically excluded from the analysis at this stage. However, given the emphasis on using the people's resources well, I would anticipate all universities will be expected to examine their array of programming and to support programs that have both enrollment potential and strong impact on achieving the institution's specific mission.

There is a great deal of interest and concern both at the Board of Governors level and with the president with regard to undergraduate retention and graduation rates. Quite simply, they are dissatisfied with where the system is with regard to these two variables and they expect improvement. Given our retention and graduation rates, this is a very important

local issue.

These are the three system-wide issues that will have the most immediate impact on Western:

1. The review of the needs of the people;
2. The efficiencies study;
3. Increasing retention and graduation rates.

There also are several local opportunities that have resulted from interactions with Erskine. First, when I arrived in Cullowhee in the summer of 1995, then-President Dick Spangler gave me three goals:

1. Grow the university;
2. Increase its quality; and,
3. "Do something for that region."

Since no one had changed these

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instructions in the intervening years, I continued to work to implement Dick's instructions. This was my year to be evaluated by the Board of Trustees and the President. In response to my self-evaluation, I received a long letter from Erskine that was very kind regarding the work that Western had accomplished, and he re-affirmed the three directions that Dick had identified more than 11 years ago. He specifically highlighted the need for Western to:

1. Set aggressive enrollment and retention goals, and to do everything possible to meet them;
2. Continue to focus attention on the economic development of the Western region of the state since we will play such an important role in its future; and,
3. Continue to improve the quality of our academic programs with particular emphasis on continuing to increase the quality of our faculty.

## WHAT'S STOPPING YOU?

Erskine Bowles also spent a day on campus early in the summer. In the morning, Paul Evans (director of WCU's Institute for the Economy) and I presented the basic findings of the book manuscript that we had completed with regard to economic development and higher education. This work highlights approaches to teaching and to research and development that align with changing global conditions. At least half a dozen times during that presentation, Erskine commented by saying, "Well, what's stopping you?" Clearly, he is supportive of our implementing the types of plans that we have been developing at Western for

the last several years.

In the afternoon, Erskine heard presentations from Duane Dunlap (director of the Kimmel School of Construction Management, Engineering and Technology) with regard to Western's approaches to engineering education and from Pat Brown with regard to distance education. Again, he repeated, "Well, what's stopping you?" He followed up Duane's presentation by providing us funding for two years for 1.5 faculty members in engineering if we match that funding. He is very interested in us finding several senior engineering faculty members with strong interests in business development and intervention. Also,

because of Pat Brown's presentation, Western is now clearly at the table with regard to the state's plans for distance education. This, too, is critical and will do

nothing but help us.

Erskine's messages to Western are very clear: grow as a substantial, high-quality regional university that focuses on development of the western region. Set goals and standards, be aggressive, but achieve the goals you set. He clearly is supportive, and he has created an environment in which we can achieve and become a very different type of university. It is my belief that he is buying into the re-positioning of Western with regard to changing global conditions. We can with this support truly become a national leader in creating a university for the 21st century. The timing could not be better—both in terms of what is happening in the nation and in the state. But, it means that many of the key decisions we have to make this year will need to be made quickly and that, in some instances, the approaches we will take will be very different from what has been traditional in universities since the 19th century. Much of what we think of as the long-term nature of higher education is changing,

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will continue to change, and it will be very different from the ways in which business has been done for the last 150 years.

Western is in a different position than it was 10 or 11 years ago when Dick Spangler gave me my goals. But, the changes in the situation allow the university to leverage the growth in economic activity in this area to help it

achieve its potential. The stars have truly aligned: we have a supportive Board of Governors, a supportive president, a Board of Trustees that wants us to get things done, and a region that increasingly can support the types of enterprises that can provide a high quality of life for its residents. The time for Western is clearly now, and our future can be very bright indeed. It will take some critical work on all of our parts. Now, it is time to turn to the work of the year.

## ENROLLMENT, SACS, QEP

We must focus on enrollment and retention. This is a high priority for the system, and we cannot fail to do our part. Enrollment is based on good marketing of the university, but it is even more critically related to the quality and mix of academic programs. Generally, we have the right mix. Over the last several years we have improved our programming, but we have some additional work to accomplish:

1. We have made strides in assuring that programs can be completed in four years. We need to keep working on this issue.
2. We need to continue to develop distance education options. One area that needs attention is how we offer general education for distance education. As we become bigger players in distance education, we must make sure that we can offer all courses that a student will need.

These are two basics that we must continue to improve upon. We will increasingly be held accountable for our four-year graduation rates so our programs must fit within a four-year time frame. These are all local issues that we can handle, and we must move forward on them. I am asking Provost Kyle Carter and the deans to continue to work on these issues.

Second, increasingly traditional and non-traditional undergraduates can be expected to enroll in community colleges

before attending universities. It is important that our academic programs make it possible for students

to graduate in four years, even if they started at a community college. Michael Dougherty (dean of the College of Education and Allied Professions) and Fred Hinson (associate vice chancellor for academic affairs) have been working with one of our community college partners to create a specific transfer articulation agreement in elementary education. We

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need to complete this agreement and create a significant number of others. These specific agreements do not interfere with the general articulation agreement that allows students to transfer upon completion of an associate's degree. What they do is to help the student take exactly the right courses so they can complete the major in a timely manner. Since the community colleges have a common course numbering system, making sure that there is a link between our curricula and that of a particular community college will provide models that can be used by all community colleges across the state.

Third, we need to engage in a detailed analysis of the linkage between programs and enrollment. This is not a new issue, but it is increasingly important. A number of our traditional programs—English is the prime example—have been able to increase significantly their number of majors by focused recruitment and by helping students understand how they can use an English major to accomplish their broader goals involving their careers and lifestyles.

Fourth, we need to begin implementing the Quality Enhancement Plan. The theme of Western's QEP is "synthesis." It addresses the nature of synthetical education that is required if a region and nation is to be globally competitive. The work of the QEP committee was outstanding, and my thanks go to Carol Burton (director of WCU's Southern Association of Colleges and Schools review) and her SACS team for developing such an important and clear academic focus.

The SACS committee is giving life to the type of education I discussed in my opening last year, where I discussed "career-based education." The language of synthetical education is much better. There is often a confusion of career education with vocational education, and nothing could be further from the truth.

Last spring, I presented a model of education derived from emerging literature on 21st century educational skills. This model was based on a metric that moved from vocational training to vocational education, subject-matter-based education, analytical-skill-based education; and finally synthetical education. Synthetical education involves linking subject matter mastery, methodology and theory with practice and reflection. It is the basis of the QEP. It is not possible to expect students to synthesize knowledge and to be able to apply it without also providing them opportunities to work with that knowledge in real settings. Thus, having internships, semester-long co-op placements and

strong mentored-research experiences integrated within academic programs are critical components. Integrating knowledge and linking that knowledge to strong values such as citizenship and responsibility requires the student to have a strong academic grounding and a sense of ethics. To develop these higher-order skills requires structured, meaningful reflection that causes the student to create linkages between academic expectations and their experiences. Thus, real synthesis is composed of knowledge, structured experience and reflection.

## THE NATIONAL BACKDROP

Implementing the QEP will be difficult and it will cause us to re-think our entire approach to teaching and learning, and it could not come at a better time.

Nationally, there is a great deal of discussion about the ineffectiveness of a college education. The U.S. Department of

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Education has issued a draft report noting that: "...there are also disturbing signs that many students who do earn degrees have not actually mastered the reading, writing, and thinking skills we expect of college graduates. Over the past decade, literacy among college graduates has actually declined. Unacceptable numbers of college graduates enter the workforce without the skills employers say they need in an economy where, as the truism correctly holds, knowledge matters more than ever."

At the same time, Derek Bok, president of Harvard, has published a book titled "Our Underperforming Colleges." Bok notes that colleges do a very poor job of teaching core academic skills: "Without a compelling, unifying purpose, universities are charged with allowing their curricula to degenerate into a vast smorgasbord of elective courses. Knowledge itself has splintered into a kaleidoscope of separate academic specialties with far too little effort to integrate the fragments, let alone show students how they might connect. Hence, the education offered undergraduates has become incoherent and incapable of addressing the larger questions 'of what we are and what we ought to be.'"

Bok argues that a strong college education must include the ability to

communicate; critical thinking; moral reasoning; preparing citizens; living with diversity; living in a more global society; developing a breadth of interests; and preparing for work. Unfortunately, Bok concludes that very little of this work is being accomplished. Likewise, the American Association of Colleges and Universities, the largest association of institutions and faculty committed to the liberal arts, concludes that: "The data shows us how spotty the attention to liberal education outcomes remains in 2005. It also raises some warning signs, since the data that have been collected—in such areas as reading/critical thinking or mathematics—appear to contradict students' own rather positive perceptions of their learning gains from college."

These reports speak to the issue that universities have ignored higher learning skills to focus on subject matter mastery. Because of the changing nature of

knowledge, mastering the subject at an acceptable level can never occur. The reason this is something of a fool's errand is that to focus on subject matter is

to concentrate on information. As Jim Appleberry, the former president of AASCU has noted, the rate of increase in the amount of information is, itself, increasing rapidly. Currently, the total volume of information is doubling every three to five years; by 2025, it might double at the rate of five times a year. No degree could possibly contain all the information that a student needs.

What the QEP leads us to, and what the world at large is calling for, is an educated person who has enough subject matter mastery to understand the nature of questions being asked and to find the detailed information needed to solve a problem. But he/she must also have the ability to engage in team work and to demonstrate proficiency with the higher order skills being demanded of an educated person in the 21st century. This is where the real future lies, and this is the nature of what implementing the QEP will mean.

We can rethink how we integrate education, how we help students see connections, and how we encourage them to effectively use what they are taught within a strong ethical and cultural framework. The world is neither calling for specialists nor generalists—but people who are versatile, who have excellent communication skills, and who understand how to perform in a variety of settings.

Very few of us were trained to educate in this way, and making the transition will be challenging. But, I know that this excellent faculty can make this transition.

If we can effectively implement the QEP and continue to focus on improving academic quality, we will be able to offer a collegiate education that will not be matched in North Carolina at any school public or private. That not only will cause Western to become a very high-quality institution, it is the essence of what we need to do to meet our undergraduate enrollment targets.

## RECRUITMENT, RETENTION

This returns us to the nature of recruitment and retention. For any university to effectively recruit students requires a joint effort on the part of all constituencies, especially the faculty. One of the most important parts of the recruitment process is the meeting between the prospective student and a faculty member in the major area in which the student might wish to study. This important meeting can make or break any recruitment effort—especially for better students. I am asking the deans to work with departments to identify excellent faculty members in every major who will meet with prospective students to answer questions about the major.

We also are making significant changes in the recruitment process. We will have new travelers who will be well-trained thanks in large measure to Betty Farmer (from the department of communication, theater and dance). We are improving our Web presence, and we are focusing our advertising efforts. But, recruitment is everybody's business, and I am forming a senior management team whose job it is to assure we minimize or eliminate impediments to recruitment.

The same issues hold for retention. The Board of Governors passed a policy that empowers the president to create outcomes metrics for each campus with regard to student retention and graduation. Given Western's retention rates, there will need to be much attention paid to these issues by the entire campus. We will, for example, need to fully implement our advising model, assuring that both student affairs and academic support systems are working closely together and that faculty members are focusing attention on the nature of the experiences students are having in their first-semester classes.

Graduation rates are a different issue. Making sure students are keeping on track is a key issue, but so is the structure

of our curricula. I thank David McCord and William Poynter (both from the department of psychology) and Registrar Larry Hammer for their work on the new degree-audit program. It will really help. I have mentioned before that we need to have clear four-year graduation plans for all majors that allow students to actually complete a degree in eight semesters while taking 15 or 16 hours a semester. This is increasingly important as we focus on achieving the outcome metrics that will be developed for our campus. And, while we will have every opportunity to discuss with the General Administration what appropriate improvements should be, we can expect the metrics to cause us to have to "stretch" and to cause us to re-examine what we teach and how we teach it.

## FIVE KEY AREAS

When we look at the state and its needs, Western can, and should, play a critical role in five key areas. What is most interesting is that some of these areas will also produce a substantial number of students.

First, the state sorely needs science and mathematics teachers. While there are general shortages of teachers, the needs in science and mathematics are critical. We have to double or even triple the number of teachers we graduate in these fields. I am asking Kyle, Michael Dougherty, and Dean Robert Kehrberg (College of Arts and Sciences) to bring together all necessary faculty to solve issues that make it difficult for students to major in these fields at Western.

The issues with regard to math and science are not limited to K-12. The community colleges are having difficulty attracting and keeping qualified math and science faculty. We offer a master's degree in community college education, and we need to provide an appropriate track for math and science teachers and teachers in

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several areas of technology. The demand is there, and we have the programs. We simply must address the needs.

Second, we must significantly increase the numbers of community college transfer students who come to Western and those who major with us through distance education. Currently, data suggest it is not feasible for a student to transfer with an associate's degree and graduate in a

number of areas in two years. We need to have specific articulation agreements between the community college system and Western that will promote student transfer and timely graduation.

Third, the potential for undergraduate distance education is growing, and Western must be a major player. It is critical, therefore, that courses that satisfy general education and the major both be offered. I am asking Kyle to work with Pat Brown and the appropriate deans to assure that the necessary courses are available to distance education students who need them.

Fourth, I am asking Kyle to work with Brian Railsback and a committee of interested faculty to consider developing a flexible degree program for honors students. We made an important step in this direction with the interdisciplinary humanities degree, but top students have a variety of interests, and we should make it easy for them to explore their varied interests while assuring that we continue to raise academic standards.

Fifth, one of the most important populations we are not addressing well is the older-adult student. Many universities, including some Ivy League universities, have degrees for older adults that account for the differences in life experiences, reasons for going to college, and expectations. These students enter through continuing education rather than through traditional-entry programs so that access to these degrees can be controlled and so that these students can have advising appropriate to their phase of life. Generally, programs of this type limit enrollment to people over 25. Given the under-education of the population of North Carolina and the increasing need for them to come back to school to gain advanced skills, degrees aimed specifically at adult learners can be of tremendous benefit.

Now, to questions regarding the region.

North Carolina must transform its economy, and the universities and community colleges that are funded by the state need to be at the heart of the transformation. Over the course of the next few years, I plan to work with Erskine to see how we can make it easier for faculty members to actively engage in off-campus partnerships with business, non-governmental organizations and governmental bodies to improve the quality of life and economic future of this region.

When Erskine visited campus, I

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suggested that he look at creating a “third status and reward hierarchy.” That is, business pays its professionals and researchers at a level that has not been contemplated by higher education. Higher education tends to focus on prestige. One’s status in the profession or discipline is a very significant reward—especially to faculty members. Erskine expressed interest in looking at other reward models for faculty members who will engage with the region to promote economic transformation. I also suggested there is a strong need for recognition for faculty members who engage in a meaningful way with their regions. I look forward to working with him on this issue.

Because of the importance of economic transformation to the people of the state and the region, it is critical that we move on three key issues. First, I am asking Richard Beam (chair of the Faculty Senate) to expedite the new tenure policy review in the Senate to make a formal statement with regard to the institution’s understanding of the importance of engaged teaching, engaged research and engaged service. While the annual faculty evaluation process allows for significant differences in individual faculty assignments, it would be an important statement on behalf of the university if the tenure policy specifically articulated these core activities.

Second, the House Bill 1264 report was presented to the Board of Governors. This is a report on the relationship between economic development and higher education that was mandated by the legislature. One of its recommendations is that the UNC system needs to find ways to simplify the new degree-approval process so that the state can be responsive to changing global conditions and to the economic transformation of the state. We need, likewise, to examine how we can minimize the time it takes to modify existing, or approve new, curricula. Last year, several of us visited James Madison University, arguably the best institution of our general type in the nation. Madison’s process for curriculum review is much simpler than ours. Generally, at Madison, curricula that affect only one college are reviewed only within that college. If a change affects other colleges, then there is a review at the university level. In any regard, the curriculum process is faculty-driven, but it does not involve anywhere near the number of reviews we typically require. Because of the importance of this

process to our ability to respond to changing conditions, I am asking Richard Beam to work with the Senate and with Kyle to see what can be done to simplify our own processes while assuring strong faculty governance of the curriculum issue.

Third, as you are aware, at the end of the academic year I approved most of the

***“The university’s new structure should give us sufficient leadership at the college level to handle up to several thousand new student enrollments.”***

reorganization plan presented by the provost after broad consultation. I received a number of comments from faculty members, and I tried to respond to the content of the comments. After that review, several small issues remain, such as the specific name of the College of Education and Allied Professions, but there also is one major issue regarding the location of the programs in entrepreneurship. I left this issue open because of comments I received from faculty members in that program and because it is clear that entrepreneurship and innovation will drive the future of this region’s economy. In this regard, two of our most entrepreneurial areas that are primarily focused on innovation are the Kimmel School and the entrepreneurship program. I am asking Kyle to work with the faculty members in these two areas to determine if they would be willing to come together to form a College of Innovation and Entrepreneurship. In searching the Web, I have not been able to find another college by that name, but it is not unusual for entrepreneurship centers to exist within colleges of engineering. This move would link our most entrepreneurial faculty members with regard to business innovation in one formal unit so that we can magnify their interactions and, hopefully, their effectiveness.

While this organizational structure would require additional conversation, it is important that we move forward with reorganization. Assuming that the proposed reorganization is approved by the Board of Trustees and the Board of Governors, we will begin searches for several deans of the reorganized colleges. In addition, we would conduct a search for the dean of the College of Innovation and Entrepreneurship, if it emerges. We also need to make final determination as to what steps we should take with regard to permanent leadership in the Graduate School and in the new College of Fine and Performing Arts.

Because of financial considerations, we

will most likely stage the various deans’ searches. Since we are replacing former Dean Noelle Kehrborg (College of Applied Sciences) due to her retirement, that search will begin shortly. Leroy Kauffman announced his intent to leave the deanship in the College of Business, when replaced. I want to publicly thank Leroy for his leadership and for his efforts to improve the internal communication and functioning of the college. Because of his efforts we now will be able to search for a dean who can actively link the College of Business to the broader business community. This will be an important search, and we need to get an excellent candidate who understands the nature of the new economy and how to prepare very competitive business students.

The university’s new structure should give us sufficient leadership at the college level to handle up to several thousand new student enrollments. There still are significant questions regarding how to link the sciences to other key areas of technology and health, but this current reorganization is an important step for the university, and I want to thank everyone who took part in the lengthy discussions.

Finally, I would be remiss if I did not remind you this is the year for our SACS review. SACS is critical to our future, and now that I sit on the SACS Commission, I have a much more clear idea of what is required to receive reaffirmation. I can tell you that the work that Carol Burton and the members of the SACS team have accomplished is very well respected at SACS. They have done an excellent job of tying things together. However, this is not the time to let our guard down. I urge you to be responsive when Carol or a member of the team calls your department needing information. Please treat their requests as top priorities.

Well, that is the shape of the beginning of the year. Thank you so much for all your hard work. Thank you also for making Western a leader in developing an education for the 21st century. Have a great year!

*This edition contains an edited version of Chancellor John Bardo’s Opening Assembly speech. The entire speech appears on the Chancellor’s Web page. Opening remarks at the Aug. 17 Faculty Senate meeting by Chair Richard Beam and by Gary Jones, representative to the UNC Faculty Assembly, appear on the Faculty Senate Web page.*



## August

**Monday, August 28**

**Workshop**—Introduction to NetOp (Electronic Classroom Management Software). 2–4 p.m. Room 186, Hunter Library.

**Tuesday, August 29**

**Workshop**—How to Use the Electronic Classroom Hardware. 2–3 p.m. Room 358, BB.

**Recital**—graduate music students. 8 p.m. RH. (227-7242)

**Wednesday, August 30**

**Workshop**—Introduction to NetOp (Electronic Classroom Management Software). 1–3 p.m. Room 156, Hunter Library.

**Thursday, August 31**

**Workshop**—How to Use the Electronic Classroom Hardware. 2–3 p.m. Room 156, Hunter Library.



**Catamount football**—vs. Chowan. 7 p.m. WS/BW. (227-7338)

## September

**Friday, September 1**

**Tickets available**—for Sept. 29 Rhonda Vincent and the Rage concert. Ticket prices: \$10 and \$15. RRAC. (227-7722 or <http://ramsey.wcu.edu>)

**Quarterly meeting**—WCU board of trustees. 9:30 a.m. Multipurpose Room, UC. (227-7100)

**Workshop**—Introduction to NetOp (Electronic Classroom Management Software). 1–3 p.m. Room 156, Hunter Library.

**Lady Catamount soccer**—vs. East Carolina. 7 p.m. CAC. (227-7338)

**Monday, September 4**

**Labor Day holiday**—no classes meet.

**Tuesday, September 5**

**Recital**—graduate students, flute. 8 p.m. RH. (227-7242)

**Wednesday, September 6**

**Workshop**—open-enrollment information session to learn about new NC401(k) Plan Roth Option available to state employees; presentation followed by individual appointments. Presentations, 9:30 a.m. or 1:30 p.m.; individual appointments, 10:20 a.m.–noon or 2:20–4 p.m. Catamount Room, UC. (227-2388)

**Sunday, September 10**

**Arti-Facts!**—"Graveyard Explorations." No admission charge, but reservations required. 2:30–3:30 p.m. MHC. (227-7129)

## Former Chair of Joint Chiefs of Staff To Visit WCU as Speaker Series Resumes

The Western Carolina University Chancellor's Speaker Series will resume in the fall semester as Gen. Richard B. Myers, former chairman of the Joint Chiefs of Staff, visits campus in September for a conversation with Western students and an evening presentation open to the general public.

Tickets for the evening program are now available. Admission is free of charge, but there is a limit of four tickets per person.

Myers, who served as the nation's 15th chairman of the Joint Chiefs of Staff, will be on campus Monday, Sept. 18, for an informal discussion with students, followed by the public address "World War 'X': What's At Stake in the Global War on Terror" at 7:30 p.m. Both events will be held in the Fine and Performing Arts Center.

The speaker series is designed to bring

significant national and international leaders to campus to discuss major issues of the day, and to provide Western students with an opportunity to interact with some of the people who shape and influence the world. Past speakers have included former U.S. Sen. Bob Dole, vice presidential candidate John Edwards, former U.S. Surgeon General M. Joycelyn Elders, Nobel Peace Prize–winning Polish leader Lech Walesa and actor Danny Glover.

Former principal military adviser to President George W. Bush, Myers was the nation's highest-ranking military officer from 2001 until 2005, a period of unprecedented global unrest. He led American forces in Afghanistan and Iraq, and guided the U.S. military's response to the massive domestic and international relief efforts following the Asian tsunami in December 2004 and Hurricane Katrina last year.

To reserve a seat or for more information, contact the Fine and Performing Arts Center box office at (828) 227-2479. Ticket holders must be seated by 7:15 p.m.



**Gen. Richard B. Myers**

## Exhibits

**Mountain Heritage Center**

**Gallery A:** "Migration of the Scotch-Irish People."

Includes text panels, illustrations, artifacts and vibrant murals that trace the Scotch-Irish Appalachian settlers from Ulster to Pennsylvania, through the Shenandoah Valley, and into Western North Carolina. Permanent exhibit.

**Gallery B:** "Transformations: Cherokee Baskets in the Twentieth Century." How the processes, materials and styles have evolved during this time period. Through Oct. 20.

**Gallery C:** "After the War: Conflict and Domestic Change in the North Carolina Mountains." Portrays how wars and their aftermath have shaped the lives of people and communities in Western North Carolina. Through May 2007.

**Lobby:** "People of the Land." Continuing exhibit.

**Slideshow Spotlight**

**FOR AUGUST:** "Stream of Life" traces the natural and cultural history of Hazel Creek, an Appalachian watershed, from prehistory to the Tennessee Valley Authority.

**FOR SEPTEMBER:** "Bells in the Valley," a centennial history of Western Carolina University.

**Mountain Heritage Center hours:**

8 a.m.–5 p.m. Monday–Friday; and 2–5 p.m. Sunday. (227-7129 or [www.wcu.edu/mhc](http://www.wcu.edu/mhc))

**Fine Art Museum****Fine and Performing Arts Center**

**"WORLDVIEWS.** Selections from Western Carolina University's Permanent Collection and New Acquisitions." Continuing exhibit.

**"Lasting Impressions."** Print portfolio of nine lithographs and one wood cut, featuring 10 distinguished Native American artists. Through Sept. 2.

**"New Perspectives: FOUR of SEVEN."** Represents a renewed bond between four of the seven alumni now known as the Appalachian Seven. Closing reception Aug. 31, 6–8 p.m. Through Sept. 2.

**"Hazel Larsen Archer: Black Mountain College Photographer."** In-depth look at Archer's photographs from her nine years at the college as both a student and a teacher. Through Sept. 23.

**OPENING SEPTEMBER 24:** "Art That Works: Kimmel Collection of Art and Design." Through Oct. 21.

**OPENING OCTOBER 21:** "Harvey K. Littleton + Friends." Glass exhibit. Through Dec. 16.

**Fine Art Museum hours:**

Tuesday–Saturday, 10 a.m.–4 p.m. (227-3591 or <http://fapac.wcu.edu>)

**Key:** \$—Admission fee; BB—Belk Building; CAC—Catamount Athletic Center; CAT—Center for Applied Technology; CSC—Catamount Softball Complex; FAPAC—Fine and Performing Arts Center; HA—Hoey Auditorium; HFR—H.F. Robinson Administration Building; HS/CF—Hennon Stadium/Childress Field; MHC—Mountain Heritage Center; NSA—Natural Sciences Auditorium; RH—Recital Hall, Coulter Building; RRAC—Ramsey Regional Activity Center; UC—A.K. Hinds University Center; UOC—University Outreach Center; WS/BW—Whitmire Stadium/Bob Waters Field.

**Submissions:** Send news items and calendar notices to WCU Calendar, 1601 Ramsey Center, Western Carolina University, Cullowhee, NC 28723 or e-mail to: [Reporter@email.wcu.edu](mailto:Reporter@email.wcu.edu). Submit items for the university's online calendar at least one week prior to the event.



## SACS Update

# University Web Sites Must Be Kept Current

Southern Association of Colleges and Schools examiners will begin their review of Western's 75 "Principles of Accreditation" on Thursday, Sept. 7, and leaders of the WCU reaccreditation effort are reminding all maintainers of university Web sites of their vital role in the process.

"The reviewers will be checking information on the SACS Web portal (<http://bannerportal.wcu.edu/sites/SACS>), the official location of WCU's internal review and compliance audit, and this portal relies on existing WCU Web sites for documentation and reference," said Provost Kyle Carter. "Broken links and misplaced Internet addresses, or URLs, will reflect negatively on the audit."

Faculty, staff, students or outside consultants who are redesigning or editing a WCU Web site must keep existing page addresses or must create redirect pages that indicate the original page has moved, Carter said. "Maintaining current pages as they are through the completion of the review on Nov. 17 is an expectation of SACS."

For help on creating a redirect page, contact Jed Tate in the Office of Web Services at [jtate@email.wcu.edu](mailto:jtate@email.wcu.edu).

# The Reporter

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## Theatre Raises Curtain On 2006-07 Season

The University Players are ready to shine the spotlight on the 2006-07 theatre season with the coming-of-age comedy "Brighton Beach Memoirs," the Tony Award-winning drama "Children of a Lesser God," the uplifting musical "The Music Man" and the paradoxical comedy "All in the Timing."

All performances will take place in Hoey Auditorium except the big musical performance "The Music Man," which will be staged in the Fine and Performing Arts Center.

Each show will feature evening performances and weekend matinees. Prices for season tickets are \$45 for adults, \$30 for senior citizens and WCU faculty and staff, and \$15 for students. Season tickets are on sale now.

Memberships also are available for the Patron Club, which provides additional financial support to the University Players for various projects throughout the year as well as helping students to attend conferences and professional auditions. Memberships are

available at the Actor (\$250), Director (\$500) and Producer (\$1,000) levels. All membership levels offer tickets to all productions, and much of the cost of membership is tax deductible.

Opening the season is "Brighton Beach Memoirs" by Neil Simon. The comedy tells the story of Eugene, a young Jewish boy recalling adolescent youth and the hardships of growing up in a crowded house. The production runs Sept. 27-Oct. 1.

"Children of a Lesser God" by Mark Medoff will hit the stage Nov 8-12. The romantic drama tells the story of James, a new speech teacher at a school for the deaf who meets Sarah, a pupil who decided to stay at the school rather than venture into the world. Sign language is used throughout the play, and James will often echo Sarah's part of the conversation with sign language while speaking his own responses.

"The Music Man" by Meredith Wilson comes marching into town Feb. 22-25. The story is about con man Harold Hill who arrives

at River City with the intention of cheating the community with his standard scam of offering to train and equip a marching band, then leaving town with the money. Things go awry when he falls for a local librarian and inadvertently enriches the town with a love of music.

The season comes to a close with the comedy "All in the Timing" by David Ives. The paradoxical comedy is composed of six acts, which include the musical parody "Philip Glass Buys a Loaf of Bread," three chimpanzees attempting to write Hamlet in "Words, Words Words," and "The Philadelphia," in which a man in a strange state must ask for the opposite of what he wants. "All in the Timing" will be produced April 19-22.

For more information about season tickets or Patron Club memberships, contact the Fine and Performing Box Office at (828) 227-2479. Tickets also will be available for individual productions.

— by John Kenyon

The Reporter is published by the Office of Public Relations.

Mail faculty/staff notes, events, notices, and changes of address to: The Reporter, 1601 Ramsey Center; or send them via e-mail to: [Reporter@email.wcu.edu](mailto:Reporter@email.wcu.edu).